

## Information/Action

### *Educator Preparation Committee*

#### **Accreditation: Draft Induction Program Standards and Preconditions and Employment Based Considerations**

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### **AGENDA INSERT**

**Executive Summary:** This agenda item brings revised draft Induction Preconditions, Program Standards, and a Transition Plan for the Commission's consideration, possible revision, and adoption. The item also presents employment based issues for the Commission's discussion and determination of next steps.

**Policy Questions:** Do the draft standards and preconditions meet the Commission's expectations for induction programs? Does the Commission have guidance around employment based concerns?

**Recommended Action:** That the Commission discuss the Induction Program Standards and Preconditions and if they meet the Commission's expectations, adopt the Program Standards and Preconditions.

**Presenters:** Karen Sacramento, Consultant, and Teri Clark, Director, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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It was identified by Induction Program leaders that the connection between the new teacher's Preliminary Preparation program and the Induction program is not adequately addressed in the proposed standards. Provided below are two edits to the revised standards that address this issue.

### Induction Program Design for Mentoring Clear Teaching Credential Candidates

#### Standard 1: Program Purpose

Each Induction program must support candidate development and growth in the profession by **building on the knowledge and skills gained during the Preliminary Preparation program to design and implement** a robust mentoring system, as described in the following standards, that helps each candidate work to meet the *California Standards for the Teaching Profession*.

#### Standard 2: Components of the Mentoring Design

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the *California Standards for the Teaching Profession*. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher, site administrator, and program provider **and guided by the Preliminary Program Transition Plan**. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

Staff recommends the Commission discuss these edits and adopt one or both with the new, revised Induction program standards.